

# **California Department of Corrections and Rehabilitation**

## **Office of Audits and Compliance**



## **Education Compliance Review**

**Centinela State Prison**

**January 26 – January 29, 2010**

## EXECUTIVE SUMMARY

### OFFICE OF AUDITS AND COMPLIANCE

#### EDUCATION COMPLIANCE BRANCH REVIEW

*Centinela State Prison*

*January 26-29, 2010*

#### TEAM MEMBERS:

*Raul Romero, Associate Superintendent, OAC  
Beverly Penland, Vocational Vice-Principal, OAC  
Valarie Anderson, Academic Vice-Principal, OAC  
Mark Lechich, Academic Vice-Principal, OCE-WIA*

#### 178 Areas Reviewed

CATEGORIES	PERCENTAGE OF COMPLIANCE		
	Current Review January 29, 2010	Follow-up 7-10-08	Peer Review 11-9-07
Education Administration	29 ÷ 35 = 83%	92%	67%
Academic Education	18 ÷ 32 = 56%	92%	72%
Vocational Education	32 ÷ 40 = 80%	88%	53%
Library/Law Library	23 ÷ 28 = 82%	100%	93%
Federal Programs	42 ÷ 43 = 98%	86%	86%
Special Programs*	N/A %	N/A	N/A
Total:	144 ÷ 178 = 81%	93%	73%%

***Your corrective action plan (CAP) must address each of the deficiencies listed below for each category with a score in the table above. The CAP must be submitted to the Superintendent of the Office of Correctional Education for review and/or modification. The CAP then is due to the Office of Audits and Compliance (OAC) for review within 30 days after your receipt of the preliminary report from OAC.***

**EXECUTIVE SUMMARY**  
**Office of Audits and Compliance                      Educational Compliance Branch**  
**ADMINISTRATION SECTION**

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**I. EDUCATION ADMINISTRATION:**

**83% COMPLIANCE**

*#8 Are the Education Monthly Report (EMR) and the Education Daily Report (EDR) accurate and being completed and submitted on a timely basis? There are still errors not made by Centinela staff but inherent to the EMR formulas set by the Office of Correctional Education. We cannot verify as accurate since it does not report accurate data. The Office of Correctional Education is aware of the problem and it is anticipated that the problem is fixed as the EMR is incorporated into the COMPSTAT institutional data reporting system.*

*#38 Does the Academic Vice-Principal/Vocational Vice-Principal provide documented In-Service Training and On-the-Job Training? Have all currently due probationary and annual performance evaluations been completed? There are several annual performance evaluations that are still being processed past the due dates.*

*#56 Is there a High School credit program and General Education Development Testing program that follows Office of Correctional Education and State requirements? Are High School Diplomas and General Education Development Equivalency Certificates issued to qualified inmates? There is no High School Program. There is a GED program that will be expanded under the new education model #4. The new education model written policy may change the High School Program requirement by the follow-up visit scheduled within approximately six months.*

*#57 Is there an Inmate Education Advisory Committee established with regularly scheduled monthly meetings? The Education Advisory Committee is required as part of the WASC Accreditation process.*

*#58 Do all of the quarterly California Department of Corrections and Rehabilitation Form 128E and Form 154 (and/or other official student school transcripts) reports contain current and appropriate information that includes credits earned, course completions? Does the appropriate instructional staff sign all of the above reports? (Supervisory staff when instructional staff is not available) Does supervisory staff (Academic Vice-Principal/Vocational Vice-Principal) review these reports? Not all of the quarterly California Department of Corrections and Rehabilitation Form 128E and Form 154 (and/or other official student school transcripts) reports contain current and appropriate information that includes credits earned, course completions, etc. Several files had incomplete 154 Forms transcript records). There are specific instances where GED results or TABE test results were available within the files but the information was not transferred to the California Department of Corrections and Rehabilitation 154 Card.*

**The clerical staff is commended for having outstanding organized filing**

*#61 Are literacy programs available to at least 60 percent of the eligible prison population? Centinela has one of the best Penal Code 2053.1 compliance rates in the state at 52 percent. PC 2053.1 requires that services be provided to 60 percent of the eligible population. The Principal and Administration are moving to increase the number inmate literacy tutors to assist additional eligible inmates. It is expected that Centinela will certainly meet and exceed the 60 percent threshold by the time the follow-up visit takes place within approximately six months.*

**EXECUTIVE SUMMARY**  
**Office of Audits and Compliance                      Educational Compliance Branch**  
**ACADEMIC EDUCATION SECTION**

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**II. ACADEMIC EDUCATION:**

**56% COMPLIANCE**

***Deficiency:***

*#3 Are all of the California Department of Corrections and Rehabilitation Form 128E chronological reports, classroom records and timekeeping documents, current, accurate, and secure?* **One California Department of Corrections and Rehabilitation Form 128E recorded an incorrect date of entry for the inmate.**

*#6 Are Certificates of Completion or Achievement being issued to those students earning them?* **Certificates of Achievement are not being issued.**

*#8 Are the required and/or elective credits in the academic subject being taught issued to inmates and recorded on the transcript?* **Teachers are not issuing credits in academic subjects being taught.**

*#17 Are Test of Adult Basic Education (TABE) testing protocols signed by current staff?* **The last signed copy of testing protocols was dated July 12, 2007. A memorandum dated October 15, 2009, was sent from the Office of Correctional Education requesting a new protocol sheet be updated, signed and filed in the TABE binder.**

*18 Are the TABE testing materials secured in a locked cabinet (mandatory standards)?* **The Testing Center does not have the required locking sidebar security device. All testing materials will be appropriately inventoried and stored in a locked cabinet; however, 25 test booklets were checked out to a teacher on September 14, 2009, and are still in the classroom, unaccounted for. The teacher has been on a long-term sick leave.**

*#19 Is a master inventory of TABE test booklets and answer sheets maintained by the testing coordinator?* **The Testing Coordinator does not keep a computerized inventory log of the numbered test booklets and the quantity of answer sheets with a record of the date, the number of test booklets (including inventory number), and number of answer sheets checked out/in as well as the name of the person in receipt of and returning the test booklets. The test booklets are not returned at the end of each day and placed in the required locking cabinet, but instead are left in classrooms.**

*#20 Is the TABE binder current and up-to-date with memos, purchase orders and instructions?* **The TABE Binder is missing the October 15, 2009, memorandum titled "Testing Materials Security and Administration"; the January 05, 2009, memorandum titled "TABE TEST REPORTING"; the November 21, 2007, memorandum titled, "TESTING PARAMETERS FOR INMATES ENROLLED IN TRADITIONAL EDUCATION PROGRAMS. The Current signed protocols are also missing from the TABE Binder**

*#22 Are teachers testing within 10 days of the student's initial entry into the classroom, as well as quarterly testing based on the TABE matrix?* **Teachers are not testing within the ten days of initial entry into the classroom.**

## EXECUTIVE SUMMARY

Office of Audits and Compliance

Educational Compliance Branch

### ACADEMIC EDUCATION SECTION

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*#25 Are teachers using pre-post subtest diagnostic reports for student needs assessment and are they reviewing test scores with inmates?* **Teachers are not being issued the required pre-post subtest diagnostic reports from the matrix testing.**

*#26 Are teachers using the TABE test results as a diagnostic tool for individualized instruction and troubleshooting TABE score losses in their classes?* **Teachers are not being issued the required pre-post subtest diagnostic reports from the matrix testing.**

*#27 Are current TABE subtests placed in student's file?* **A few files did not have the required subtests in them.**

*#68 Is there a current and comprehensive activity schedule for the Recreation and/or Physical Education Program?* **There is no comprehensive activity schedule. The Physical Education Teacher decides on what sports will be played during a month. The Physical Education Teacher has an inmate facilitator conduct sign ups, activities, and record the results. The Physical Education Teacher checks out the equipment needed for the requested events to the inmate. The Physical Education Teacher gives awards of two sodas per winner to the inmate facilitator to deliver to the inmate "winners".**

*#73 Does the Physical Education teacher have a system in place to ensure accountability for state property including sports equipment, clothing and supplies?* **The Physical Education teacher accounts for the receipt of sports equipment and checking out the equipment. There is no accounting system for returned equipment or worn out/damaged equipment. There is no accounting maintained of equipment that is placed in hot trash.**

*#76 Are health education, physical fitness training and recreational activities being provided to the geriatric population (age 55 and over)?* **There are no activities provided for the geriatric population. The Physical Education Teacher stated he once had an activity for those inmates 45 and above.**

## EXECUTIVE SUMMARY

Office of Audits and Compliance

Educational Compliance Branch

### VOCATIONAL EDUCATION SECTION

#### III. VOCATIONAL EDUCATION:

80% COMPLIANCE

#### **Deficiency:**

**#3** *Are all of the California Department of Corrections and Rehabilitation 128E chronological reports, classroom records and timekeeping documents, current, accurate, and secure?* **"X" time is not reflected accurately due to late arrival of students to classes (i.e. late unlock, late feeding, etc.). The teachers are not recording "S" time appropriately for the time students are not in class**

**#6** *Are elective credits in the designated vocational subject being issued to inmates and recorded on the transcript?* **None of the teachers issue elective credits in their vocational programs.**

**#7** *Are Trade/Industry Certifications being issued and recorded to those students earning them?* **The Office Services and Related Technology teachers are not Microsoft certified and are unable to issue the Microsoft certifications to their students. Adult Programs/Office of Correctional Education Administration has not provided funding approval for the necessary Microsoft Certification Training. This is a critical needs area since SB3X 18 requires milestones for vocational programs in order for inmates to earn early release time credit. Without the training, teachers cannot certify program completions thereby increasing incarceration costs to the Department since inmates will not be able to reach the required milestones.**

**#13** *Are all of the vocational programs that have a nationally recognized certification programs participating in that program?* **The Office Services and Related Technology teachers cannot offer and issue Microsoft Certification as they have not received Microsoft certification training. Additionally, several students did not receive National Institute for Automotive Service Excellence certification due to delays in approval of funding for payment of the certifications. The Small Engine program has also experienced difficulty in providing nationally recognized certification due to lack of funding approval. This is a critical needs area since SB3X 18 requires milestones for vocational programs in order for inmates to earn early release time credit. Without the training, teachers cannot certify program completions thereby increasing incarceration costs to the Department since inmates will not be able to reach the required milestones.**

**#28** *Are teachers testing within three days of the student's initial entry into the classroom, as well as quarterly testing based on the TABE matrix?* **Most of the teachers said it was very difficult to test the students within 10 days. The teachers stated they often waited until they had several students to test or wait until the quarterly test matrix to test their students.**

**#31** *Are teachers using pre-post subtest diagnostic reports for student needs assessment and are they reviewing test scores with inmates?* **One of the teachers was not reviewing the TABE subtest with his students or using it for needs assessment. He said he did not understand what the items on the subtest meant.**

## EXECUTIVE SUMMARY

Office of Audits and Compliance

Educational Compliance Branch

### VOCATIONAL EDUCATION SECTION

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*#32 Are teachers using the TABE test results as a diagnostic tool for individualized instruction and trouble shooting TABE score losses in their classes?* **One of the teachers was not using the TABE subtest as a diagnostic tool to assist in individualized instruction for his students or to trouble shoot score losses. He said he did not understand the subtest or what the data represented meant.**

*#38 Is there an Inmate Safety Committee that conducts and records weekly safety inspections?* **There was no documentation that an inmate safety committee had conducted weekly inspections in one of the programs. The teacher did not have a check off safety inspection list. It is recommended that the teacher develop a safety check list for the Inmate Safety Committee to use for their weekly safety inspections and to document the inspection was conducted weekly as required.**

## EXECUTIVE SUMMARY

Office of Audits and Compliance

Educational Compliance Branch

### LIBRARY/LAW LIBRARY SECTION

#### IV. LIBRARY/LAW LIBRARY:

82% COMPLIANCE

##### **Deficiency:**

*#7 Are library funds spent for magazines/newspaper subscriptions, fiction and nonfiction books, supplies, processing, repair, and interlibrary loan fees? If other items are purchased, are they for library use?* **Adult Programs/Division of Rehabilitative Programs/Office of Correctional Education are not approving general library purchase requests made by Centinela library staff. This is a statewide problem impacting all libraries for over a year to date.**

*#14 Does each library in the institution have a current world almanac, an atlas that is no more than three (3) years old, an English language dictionary that is no more than five (5) years old, and a Spanish and English dictionary that is no more than ten (10) years old?* **There are no current almanacs. It is recommended that purchase orders continue to be submitted and processed at the local level. Adult Programs/ Division of Rehabilitative Programs/Office of Correctional Education are not approving general library purchase requests made by Centinela library staff. This is a statewide problem impacting all libraries for over a year to date.**

*#16 Does each library in the institution have at least one textbook and two supplemental titles which have copyright dates not more than ten years old representing each vocational and academic program in the institution, a minimum of 100 titles representing high interest/low level reading books, a minimum of 250 multi-ethnic titles, including but not limited to Black American, Asian-American, Hispanic-American (inc. Spanish language) and Native American materials?* **The budget deficit has precluded the necessary purchases. It is recommended that purchase orders continue to be submitted and processed at the local level. Adult Programs/ Division of Rehabilitative Programs/Office of Correctional Education are not approving general library purchase requests made by Centinela library staff. This is a statewide problem impacting all libraries for over a year to date**

*#17 Are book collections designed to meet the needs and interests of the inmate population served? Does the librarian regularly meet with an inmate library advisory group, and does the library maintain a suggestion box?* **The budget deficit has precluded the necessary purchases. It is recommended that purchase orders continue to be submitted and processed at the local level. Adult Programs/ Division of Rehabilitative Programs/Office of Correctional Education are not approving general library purchase requests made by Centinela library staff. This is a statewide problem impacting all libraries for over a year to date.**

**It is recommended that an inmate library advisory be formed or if the Men's Advisory Committee (MAC) is utilized, a separate meeting and MAC documentation records be maintained explicitly for addressing library issues discussed by the MAC library sub-committee.**

**There is a suggestion box in A Facility with no key to open it.**



## EXECUTIVE SUMMARY

Office of Audits and Compliance

Educational Compliance Branch

### LIBRARY/LAW LIBRARY SECTION

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*#18 Does the current library collection contain the number of fiction and nonfiction books mandated by California Department of Corrections and Rehabilitation? Does this include any new books purchased through Recidivism Reduction Strategies (RRS) funding?* **The budget deficit has precluded the necessary purchases. It is recommended that purchase orders continue to be submitted and processed at the local level. Adult Programs/ Division of Rehabilitative Programs/Office of Correctional Education are not approving general library purchase requests made by Centinela library staff. This is a statewide problem impacting all libraries for over a year to date.**

**EXECUTIVE SUMMARY**  
**Office of Audits and Compliance                      Educational Compliance Branch**  
**FEDERAL GRANT PROGRAMS SECTION**

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**V. FEDERAL PROGRAMS:**

**98% COMPLIANCE**

**Workforce Investment Act Program:**

***Deficiency:***

*#30 Is the teacher's software appropriately maintained by PLATO's technical field staff? Does the teacher have all three educational software programs (PLATO, Reading Horizons, and Reading Plus) presently in service for his/her students?*  
**Reading Horizons software is not currently on the server. This needs to be addressed. CEN is happy with PLATO support.**

**COMMENTS ON THE WORKFORCE INVESTMENT ACT PROGRAM**

**The Literacy Learning Lab should order five additional computer workstations and five PLATO licenses with Mark Lechich, Workforce Investment Act Administrator. The classroom is large enough to accommodate the additional workstations. Each student will then be able to utilize the software. This should increase Reading levels and boost General Education Development certificates at Centinela State Prison.**

**EXECUTIVE SUMMARY**  
**Office of Audits and Compliance                      Educational Compliance Branch**  
**SPECIAL PROGRAMS SECTION**

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<b>IV. SPECIAL PROGRAMS*:</b>	<b>N/A</b>	<b>COMPLIANCE</b>
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**OVERALL COMPLIANCE RATING: 81%.**

Administrative staff is apprised that the ratings presented are to be considered tentative, and are subject to change pending final review by the Assistant Secretary, Office of Audits and Compliance. Significant changes in ratings will be documented with full explanations and forwarded to the Warden within 15 working days after the conclusion of the Compliance Review.

January 29, 2010

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Raul Romero, Associate Superintendent

\* Denotes Developmental Disabilities Program (Clark Remedial Plan) and Physical Disabilities Program (Armstrong)

# DEPARTMENT OF CORRECTIONS AND REHABILITATION



*Education Compliance Branch*

## **COMPLIANCE REVIEW FINDINGS**

### **Centinela State Prison**

January 29, 2010

#### **ADMINISTRATION**

Raul Romero

#### **ACADEMIC EDUCATION**

Valarie Anderson

#### **VOCATIONAL EDUCATION**

Beverly Penland

#### **LIBRARY**

Raul Romero

#### **FEDERAL SUPPLEMENTARY PROGRAMS**

Mark Lechich

# COMPLIANCE REVIEW FINDINGS

## EDUCATION ADMINISTRATION SECTION

No.	INSTITUTION:	CEN	Yes/No or N/A	COMMENTS
	DATE:	Jan. 29, 2010		
	COMPLIANCE TEAM:	Raul Romero		
1.	<b>Allotments/Operating Expenses:</b> <ul style="list-style-type: none"> <li>Does the Principal maintain a budget tracking system to monitor the school departments' complete budget?</li> <li>Is there an annual spending plan to determine sub-allotments to programs, expenditures and their balance?</li> </ul>		Yes	
2.	Based upon current policy (amount of budget allotted) does it appear that a viable spending plan is in place in order for allocated funds to be fully utilized by year end?		Yes	
3.	Are funds allocated by Office of Correctional Education available and spent within program areas?		Yes	Some purchase orders still not being approved by Adult Programs/Division of Rehabilitative Programs/Office of Correctional education pending the final establishment of the new education models/budget deficit reconciliation, etc.
4.	Are funds tracked by funding source? General Fund, special Budget Change Proposal funding, Federal and State Grant Programs allocated by Office of Correctional Education?		Yes	
5.	Are allocated funds for the Bridging Education Programs, including Arts In Corrections (AIC), used to provide program services to inmates?		N/A	The Bridging Education Program is being eliminated by the Governor and Legislature agreements on day per day time credit and budget cuts resulting in rehabilitative programs reductions. (SBX3 18) (California Department of Corrections and Rehabilitation Fact Sheet on Adult Rehabilitation Programs Reductions for Fiscal Year 2009-10 State Budget)

# COMPLIANCE REVIEW FINDINGS

## EDUCATION ADMINISTRATION SECTION

6.	Are law library purchases funded by the institution's general budget?	N/A	<p>The Superintendent of Correction Education, Office of Correctional Education (OCE), reports that the budget memorandum permanently moving Library to education in 2006 is still valid. There are existing funding problems for the Gilmore Law Library Electronic Data System electronic law book collection as well as other court mandated hard copy law books and supplements.. Furthermore OCE has briefed Secretary Matt Cate. OCE has written a Budget Change Proposal for funding court mandated Law Library expenditures under Program 45. The budget process to date has not resulted in funding the expenditures and the money is being taken from existing adult programs operations funded earmarked for other areas. California Department of Corrections and Rehabilitation (CDCR) Re-Organization resulted in funding discrepancies for the mandated law library books and supplements. The historical continuous funding and allocations for Law Libraries was allocated to adult institutions and funded under the category designated as Program 25. The CDCR Re-Organization resulted in the responsibility for Law Library operations assigned to adult programs but the monies did not come with the new responsibility. The monies for the law libraries were not appropriately transferred to Program 45 operational funds. The funds were absorbed into the institutions operational funds and not transferred to program 45.</p>
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# COMPLIANCE REVIEW FINDINGS

## EDUCATION ADMINISTRATION SECTION

7.	Is the school following the Education Hiring Steps and Responsibilities memo and matrix dated February 10, 2009 instructions when filling vacancies?	Yes	
8.	Is the Education Monthly Report (EMR) <del>and the Education Daily Report (EDR)</del> accurate and being completed and submitted on a timely basis?	No	There are still errors not made by Centinela staff but inherent to the Education Monthly Report (EMR) formulas set by the Office of Correctional Education (OCE). We cannot verify as accurate since it does not report accurate data. OCE is aware of the problem and it is anticipated that the problem is fixed as the EMR is incorporated into the COMPSTAT institutional data reporting system.
9.	Has adequate space and equipment been provided for staff to perform the required duties of the <del>Reception Center/Bridging Education Program, Arts In Corrections program</del> and the Television Specialist?	N/A	The Television Specialist position is vacant. Once the position is filled/restored by the follow-up visit within approximately six months, it is expected that the Television Specialist will have adequate space and equipment been provided for staff to perform the required duties.
10.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><b>Credentials:</b></div> Are all instructional and supervisory staff credentialed appropriately within subject matter area where they are assigned?	Yes	

# COMPLIANCE REVIEW FINDINGS

## EDUCATION ADMINISTRATION SECTION

11.	Does the assigned bridging staff hold appropriate credentials and/or placed in the appropriate Re-Entry classification?	N/A	Note that Question #10 addresses all credentialed staff. The Bridging Education Program is being eliminated by the Governor and Legislature agreements on day per day time credit and budget cuts resulting in rehabilitative programs reductions. (SBX3 18) (California Department of Corrections and Rehabilitation Fact Sheet on Adult Rehabilitation Programs Reductions for Fiscal Year 2009-10 State Budget)
12.	<b>Duty Statements:</b> Are 100% of the staff duty statements on file and applicable to current position?	Yes	
13.	<b>Operational Procedures:</b> Does the institution have an Operational Procedure that addresses the legislative mandates of the Bridging Education Program?	N/A	The Bridging Education Program is being eliminated by the Governor and Legislature agreements on day per day time credit and budget cuts resulting in rehabilitative programs reductions. (SBX3 18) (California Department of Corrections and Rehabilitation Fact Sheet on Adult Rehabilitation Programs Reductions for Fiscal Year 2009-10 State Budget)
14.	Does the institution have an Operational Procedure for the Education Program? Does it use Department Operation Manual Chapter 10 as an inclusion?	Yes	
15.	<b>Staff Assignments:</b> Does the Principal maintain a current and complete list of all authorized positions and their status?	Yes	
16.	Are all staff appropriately working and/or assigned within the education program?	Yes	
17.	Do all staff within the education program report to, and are under the Principal's supervision?	Yes	



# COMPLIANCE REVIEW FINDINGS

## EDUCATION ADMINISTRATION SECTION

18.	Is the Bridging Education Program Reception Center/General Population/Arts In Corrections fully staffed with supervisory, instructional and ancillary personnel?	N/A	The Bridging Education Program is being eliminated by the Governor and Legislature agreements on day per day time credit and budget cuts resulting in rehabilitative programs reductions. (SBX3 18) (California Department of Corrections and Rehabilitation Fact Sheet on Adult Rehabilitation Programs Reductions for Fiscal Year 2009-10 State Budget)
19.	Are Re-Entry Program instructors, class code 7581, assigned only to the Bridging Education Program (BEP)?	N/A	The Bridging Education Program is being eliminated by the Governor and Legislature agreements on day per day time credit and budget cuts resulting in rehabilitative programs reductions. (SBX3 18) (California Department of Corrections and Rehabilitation Fact Sheet on Adult Rehabilitation Programs Reductions for Fiscal Year 2009-10 State Budget)
20.	When Bridging Education Program vacancy occurs, is it immediately reclassified to class code 2290 Teacher, High School, General Education?	N/A	The Bridging Education Program is being eliminated by the Governor and Legislature agreements on day per day time credit and budget cuts resulting in rehabilitative programs reductions. (SBX3 18) (California Department of Corrections and Rehabilitation Fact Sheet on Adult Rehabilitation Programs Reductions for Fiscal Year 2009-10 State Budget)

# COMPLIANCE REVIEW FINDINGS

## EDUCATION ADMINISTRATION SECTION

21.	Has the Artist Facilitator been officially assigned to the Education Department?	N/A	The Bridging Education Program is being eliminated by the Governor and Legislature agreements on day per day time credit and budget cuts resulting in rehabilitative programs reductions. (SBX3 18) (California Department of Corrections and Rehabilitation Fact Sheet on Adult Rehabilitation Programs Reductions for Fiscal Year 2009-10 State Budget)
22.	Is there a system in place that is being utilized to ensure the tracking of inmates and their completed assignments during their transition from the Reception Center to the General Population Institution?	N/A	The Bridging Education Program is being eliminated by the Governor and Legislature agreements on day per day time credit and budget cuts resulting in rehabilitative programs reductions. (SBX3 18) (California Department of Corrections and Rehabilitation Fact Sheet on Adult Rehabilitation Programs Reductions for Fiscal Year 2009-10 State Budget)
23.	Has an individual been designated to be responsible for trouble-shooting the equipment and contacting Transforming Lives Network for needed support?	N/A	There is currently no contract between any institution and the Transforming Lives Network vendor.
24.	When there is a modified program, class closure, etc., is a plan in place to continue to deliver education services and other required educational activities and is the plan always implemented?	Yes	
25.	Is the Assessment Office Assistant (OA) performing duties delineated in the Assessment OA duty statement?	Yes	

# COMPLIANCE REVIEW FINDINGS

## EDUCATION ADMINISTRATION SECTION

26.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><b>Alternative Education Delivery Model (AEDM):</b></div> <p>Is an approved Alternative Education Delivery Model Operational Procedure in place?</p>	N/A	<p>This item no longer applies. The previously approved Alternative Education Delivery Models are no longer in existence with the advent and implementation of the new education delivery models. The new education delivery models have reduced the number of teachers and increased use of teacher assistants. The new models also target a specific high risk group of inmates.</p>
27.	<p>Are all of the Alternative Education Delivery Models being locally implemented at the institution in agreement with the California Correctional Peace Officers Association agreement and the institutional Operational Procedure per the Suzan Hubbard memo dated May 5, 2005?</p>	N/A	<p>This item no longer applies. See above question number 26 comments section response.</p>
28.	<p>Are all Alternative Education Delivery Model positions filled?</p>	N/A	<p>This item no longer applies. See above question number 26 comments section response.</p>
29.	<p>Do all Alternative Education Delivery Model faculties have the approved Alternative Education Delivery Model Duty Statement with required signatures?</p>	N/A	<p>This item no longer applies. See above question number 26 comments section response.</p>
30.	<p>Are Alternative Education Delivery Model inmate enrollments/assignments being made based on eligibility criteria of the enrollments/assignment as defined in the course descriptions and guidelines?</p>	N/A	<p>This item no longer applies. See above question number 26 comments section response.</p>
31.	<ul style="list-style-type: none"> <li>• Are all Alternative Education Delivery Model Programs operating as full-time programs that meet the program-wide quotas?</li> <li>• Are all approved Alternative Education Delivery Model faculty schedules posted?</li> </ul>	N/A	<p>This item no longer applies. See above question number 26 comments section response.</p>
32.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><b>Gender Responsive Strategies:</b></div> <p>Has all education staff received Gender Responsive Strategies training provided by the Female Offender Programs (FOP) institutional administration?</p>	N/A	<p>This item applies only to institutions housing females.</p>

# COMPLIANCE REVIEW FINDINGS

## EDUCATION ADMINISTRATION SECTION

33.	Are female inmates' vocational assignments being made based on the eligibility criteria of the vocational assignment as defined in the course descriptions and vocational guidelines?	N/A	This item applies only to institutions housing females.
34.	<div style="border: 1px solid black; padding: 2px;"><b>Certificates of Completion or Achievement:</b></div> <ul style="list-style-type: none"> <li>Are Certificates of Vocational or Academic Completion being issued to those students earning them and recorded on a tracking system?</li> <li>Are Certificates of Achievement issued to those students who exit the program before the Certification of Completion is earned?</li> </ul>	Yes	
35.	<div style="border: 1px solid black; padding: 2px;"><b>Executive/Supervisory Assignments:</b></div> Are documented staff meetings held regularly by Principal, Academic Vice Principal (AVP), and Vocational Vice Principal (VVP)? (monthly or more)	Yes	
36.	Is the Principal a member of the Warden's Executive Staff?	Yes	
37.	Does all supervisory staff conduct and record classroom visitations and observations on a quarterly basis?	Yes	
38.	<ul style="list-style-type: none"> <li>Does the Academic Vice-Principal/Vocational Vice-Principal provide documented In-Service-Training and On-the-Job-Training?</li> <li>Are all probationary and annual performance evaluations currently due completed?</li> </ul>	No	There are several annual performance evaluations that are still being processed past the due dates.
39.	Are supervisors documenting contact with staff and inmates involved in the bridging program?	N/A	The Bridging Education Program is being eliminated by the Governor and Legislature agreements on day per day time credit and budget cuts resulting in rehabilitative programs reductions. (SBX3 18) (California Department of Corrections and Rehabilitation Fact Sheet on Adult Rehabilitation Programs Reductions for Fiscal Year 2009-10 State Budget)
40.	Are Transforming Lives Network quarterly reports being submitted to Office of Correctional Education by the due dates of Oct. 10, January 10, April 10 and July 10?	N/A	There is currently no contract between any institution and the Transforming Lives Network vendor.

# COMPLIANCE REVIEW FINDINGS

## EDUCATION ADMINISTRATION SECTION

41.	<div style="border: 1px solid black; padding: 2px;"><b>Test of Adult Basic Education:</b></div> <ul style="list-style-type: none"> <li>Is the Principal trouble shooting Test of Adult Basic Education score losses identified on the School Program Assessment Report Card (SPARC)?</li> <li>Is the principal implementing remedial changes to improve the scores?</li> </ul>	Yes	
42.	Is there a 4.0 reading level report generated and distributed to appropriate staff?	Yes	
43.	Is a list of inmates who have a verified Learning Disability generated and distributed to appropriate staff?	Yes	
44.	<div style="border: 1px solid black; padding: 2px;"><b>Accreditation:</b></div> <p>Has the education program been accredited by Western Association of Schools and Colleges (WASC), or has the application for accreditation been submitted to Western Association of Schools and Colleges?</p>	Yes	WASC Accreditation is effective to June 30, 2011.
45.	<ul style="list-style-type: none"> <li>Is there a continuing Western Association of Schools and Colleges process being followed by the school with the action plans being actively addressed in a timely manner?</li> <li>Is there a leadership team in place and do minutes substantiate regular meetings?</li> </ul>	Yes	
46.	<div style="border: 1px solid black; padding: 2px;"><b>Inmate Enrollment/Attendance:</b></div> <p>Do Academic, Vocational, Bridging Education Program, Enhanced Outpatient Program and Alternative Education Delivery Model enrollments meet the required program quotas (15:1, 27:1, 54:1, 120:1)?</p>	Yes	

# COMPLIANCE REVIEW FINDINGS

## EDUCATION ADMINISTRATION SECTION

47.	Has the Institution developed an eligibility list for assigning inmates to the Bridging Education Program?	N/A	The Bridging Education Program is being eliminated by the Governor and Legislature agreements on day per day time credit and budget cuts resulting in rehabilitative programs reductions. (SBX3 18) (California Department of Corrections and Rehabilitation Fact Sheet on Adult Rehabilitation Programs Reductions for Fiscal Year 2009-10 State Budget)
48.	Does the Principal maintain a copy of the current inmate assignment waiting list?	Yes	
49.	Is education staff attending Institution Classification Committee (ICC) meetings for input into the placement of inmates into education programs?	Yes	
50.	<div style="border: 1px solid black; padding: 2px;"><b>Bridging Program:</b></div> Has the teaching staff met with each inmate upon assignment to the Bridging Education Program?	N/A	The Bridging Education Program is being eliminated by the Governor and Legislature agreements on day per day time credit and budget cuts resulting in rehabilitative programs reductions. (SBX3 18) (California Department of Corrections and Rehabilitation Fact Sheet on Adult Rehabilitation Programs Reductions for Fiscal Year 2009-10 State Budget)
51.	Are all Bridging Education Program eligible inmates receiving an education orientation packet upon arrival to the housing unit?	N/A	The Bridging Education Program is being eliminated by the Governor and Legislature agreements on day per day time credit and budget cuts resulting in rehabilitative programs reductions. (SBX3 18) (California Department of Corrections and Rehabilitation Fact Sheet on Adult Rehabilitation Programs Reductions for Fiscal Year 2009-10 State Budget)

# COMPLIANCE REVIEW FINDINGS

## EDUCATION ADMINISTRATION SECTION

52.	<b>Transforming Lives Network (TLN):</b> Has the Transforming Lives Network satellite dish been installed and operational?	N/A	There is currently no contract between any institution and the Transforming Lives Network vendor.
53.	Is the Literacy Coordinator (Academic Vice-Principal) designated as the Transforming Lives Network Coordinator?	N/A	There is currently no contract between any institution and the Transforming Lives Network vendor.
54.	Do the number of inmates being enrolled and the number completing Transforming Lives Network courses agree with the numbers reported to Office of Correctional Education?	N/A	There is currently no contract between any institution and the Transforming Lives Network vendor.
55.	Has Transforming Lives Network enrollment and completion data been tracked?	N/A	There is currently no contract between any institution and the Transforming Lives Network vendor.
56.	<b>GED Testing/High School Credit:</b> <ul style="list-style-type: none"> <li>Is there a High School credit program and General Educational Development (GED) Testing program that follows Office of Correctional Education and State requirements?</li> <li>Are High School Diplomas and GED Equivalency Certificates issued to qualified inmates?</li> </ul>	No	There is no High School Program. There is a GED program that will be expanded under the new education model #4. The new education model written policy may change the High School Program requirement by the follow-up visit scheduled within approximately six months.
57.	<b>Inmate Education Advisory Committee:</b> Is there an Inmate Education Advisory Committee established with regularly scheduled monthly meetings?	No	The Education Advisory Committee is required as part of the WASC Accreditation process.

# COMPLIANCE REVIEW FINDINGS

## EDUCATION ADMINISTRATION SECTION

58.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><b>Education Files</b></div> <ul style="list-style-type: none"> <li>Do all of the quarterly California Department of Corrections and Rehabilitation Form 128E and Form 154 (and/or other official student school transcripts) reports contain current and appropriate information that includes credits earned, course completions, etc.?</li> <li>Does the appropriate instructional staff sign all of the above reports? (Supervisory staff when instructional staff is not available.)</li> <li>Does supervisory staff (Academic Vice-Principal/Vocational Vice-Principal) review these reports?</li> </ul>	<b>No</b>	<p>Not all of the quarterly California Department of Corrections and Rehabilitation Form 128E and Form 154 (and/or other official student school transcripts) reports contain current and appropriate information that includes credits earned, course completions, etc. Several files had incomplete 154 Forms transcript records). There are specific instances where GED results or TABE test results were available within the files but the information was not transferred to the CDCR 154 Card.</p> <p><b>The clerical staff is commended for having outstanding organized filing.</b></p>
59.	<ul style="list-style-type: none"> <li>Are Education Files with a copy of the Record of Inmate Achievement (California Department of Corrections and Rehabilitation Form 154) transferred to Central Records when a student leaves education, transfers or paroles?</li> <li>Is there a copy of the Record of Inmate Achievement (California Department of Corrections and Rehabilitation Form 154 or High School Transcript) kept in the Education Office files in perpetuity?</li> <li>Are Education Files prepared for all assigned inmates?</li> <li><del>Are Bridging Education Program Education Files prepared for all assigned bridging students in the Reception Center and are they then transferred to the General Population receiving institution?</del></li> </ul>	<b>Yes</b>	
60.	If there are any contracted, Office of Correctional Education sponsored or special programs operating at the institution, have the teachers assigned to these programs received special/related training?	<b>N/A</b>	There are no special programs operating at Centinela



# COMPLIANCE REVIEW FINDINGS

## EDUCATION ADMINISTRATION SECTION

61.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><b>Literacy:</b></div> <p>Are literacy programs available to at least 60% of the eligible prison population?</p>	<b>No</b>	<p>Centinela has one of the best Penal Code 2053.1 compliance rates in the state at 52%. PC 2053.1 requires that services be provided to 60% of the eligible population. The Principal and Administration are moving to increase the number inmate literacy tutors to assist additional eligible inmates. It is expected that Centinela will certainly meet and exceed the 60% threshold by the time the follow-up visit takes place within approximately six months.</p>
62.	<p>Is there an active Site Literacy Committee that meets and documents quarterly meetings, and is it coordinated by the Principal or an Academic Vice-Principal?</p>	<b>Yes</b>	<p>However, some meetings have taken place without the Warden or Warden's representative. The California Department of Corrections and Rehabilitation Literacy Implementation Plan requires that the Warden or a Warden Representative attend each meeting. It is recommended that additional efforts be made for a Warden's representative to be present at all meetings or as much as possible. <b>Centinela education and Warden/Administrative staff are commended for their continuing support for meeting the PC 2053.1 literacy requirements.</b></p>
63.	<p>Does the Site Literacy Committee discuss the Bridging Education Program as part of its quarterly meetings?</p>	<b>N/A</b>	<p>The Bridging Education Program is being eliminated by the Governor and Legislature agreements on day per day time credit and budget cuts resulting in rehabilitative programs reductions. (SBX3 18) (California Department of Corrections and Rehabilitation Fact Sheet on Adult Rehabilitation Programs Reductions for Fiscal Year 2009-10 State Budget)</p>

# COMPLIANCE REVIEW FINDINGS

## EDUCATION ADMINISTRATION SECTION

64.	Is the institution utilizing at least two alternate resources to implement literacy services for inmates?	Yes	There at least three alternate resources for the general population including the Aztec Program on computers, TV Literacy, and Inmate Tutors.
65.	Is there an established procedure for placing students into any existing Learning Literacy Lab (LLL)? (a federally or non-federally funded Computer Aided Instruction /Plato/Computer Lab)	Yes	
66.	<div style="border: 1px solid black; padding: 2px;"><b>Developmental Disability Program and Disability Placement Program:</b></div> <p>If this is a Developmental Disability Program and/or a Disability Placement Program site, does the principal have the required documentation that demonstrates adherence to the Court Remedial Plans and California Department of Corrections and Rehabilitation/Office of Correctional Education policies?</p>	N/A	Centinela is not a designated Developmentally Disabled Program site.
67.	<div style="border: 1px solid black; padding: 2px;"><b>ESTELLE/Behavior Modification Programs:</b></div> <p>Is documentation available regarding the original operational intent/concept of the Estelle/Behavior Modification Unit Program and are there actual implementations of the program/programs?</p>	N/A	This question applies to Pelican Bay State Prison, Salinas Valley State Prison or High Desert State Prison only.
68.	Is there an Estelle/Behavior Modification Unit Program monitoring and tracking process in place to record to record student progress through achievement/progress, data collection, instructional methods, and curriculum?	N/A	This question applies to Pelican Bay State Prison, Salinas Valley State Prison or High Desert State Prison only.
69.	<div style="border: 1px solid black; padding: 2px;"><b>Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) – Risk and Needs Assessment:</b></div> <p>Is there an approved Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Operational Procedure (OP)?</p>	N/A	Adult Programs transitioned the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Operations from teachers to correctional counselors.
70.	Are all Recidivism and Reduction Strategy (RRS) Assessment positions filled (part of Correctional Offender Management Profiling for Alternative Sanctions)?	N/A	Adult Programs transitioned the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Operations from teachers to correctional counselors.

# COMPLIANCE REVIEW FINDINGS

## EDUCATION ADMINISTRATION SECTION

71.	Are all other designated assessment positions filled? Is there a designated supervisor over the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Program?	N/A	Adult Programs transitioned the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Operations from teachers to correctional counselors.
72.	Do all designated assessment staff have an individual Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) log-on code? Is the security of the code maintained?	N/A	Adult Programs transitioned the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Operations from teachers to correctional counselors.
73.	Does the assessment staff maintain appropriate security of laptop and/or stand-alone computers utilized for the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Program?	N/A	Adult Programs transitioned the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Operations from teachers to correctional counselors.
74.	<div style="border: 1px solid black; padding: 2px;"><b>Recidivism Reduction Strategies:</b></div> <ul style="list-style-type: none"> <li>Is there a Recidivism Reduction Strategies expenditure tracking log maintained by the Principal for the purposes of identifying equipment or materials purchase or provided to the institution for assessments as identified in the Recidivism Reduction Strategies Budget Change Proposal (BCP)?</li> <li>Are inventories of Recidivism Reduction Strategies equipment maintained and current?</li> </ul>	N/A	There is no longer a tracking requirement by the Office of Correctional Education or the Legislature. The Recidivism Reduction Strategies was a three year operational; funding cycle that ended at the beginning of the 2009/20010 fiscal year and absorbed into the general education operations funding process.
75.	<div style="border: 1px solid black; padding: 2px;"><b>Recidivism Reduction Strategies Enhanced Outpatient Program:</b></div> <p>Are all Enhanced Outpatient Program staff hired and in place?</p>	N/A	The Enhanced Outpatient Program educational component is being eliminated by the latest changes in the education programs.
76.	Does the Principal (via the Academic Vice-Principal) supervise the Enhanced Outpatient Program Teacher(s) in accordance with California Department of Corrections and Rehabilitation policy?	N/A	The Enhanced Outpatient Program educational component is being eliminated by the latest changes in the education programs.

# COMPLIANCE REVIEW FINDINGS

## EDUCATION ADMINISTRATION SECTION

77.	Have the Enhanced Outpatient Program Teacher(s) received training in performing the required duties as described in the Enhanced Outpatient Program Duty Statement?	N/A	The Enhanced Outpatient Program educational component is being eliminated by the latest changes in the education programs.
78.	<div style="border: 1px solid black; padding: 2px;"><b>Multi-Agency Re-entry Program (SB 618):</b></div> Has the institution interviewed and hired for the Prison Case Manager positions as members of the Multi-Disciplinary team?	N/A	This question applies only to R. J. Donovan Correctional Facility at Rock Mountain.
79.	Are the four vocational programs referenced in Senate Bill 618 in place at the institution?	N/A	This question applies only to R. J. Donovan Correctional Facility at Rock Mountain.
80.	Has a documentation process been established to monitor inmate contact time as well as inmate growth and completion of program?	N/A	This question applies only to R. J. Donovan Correctional Facility at Rock Mountain.
81.	<div style="border: 1px solid black; padding: 2px;"><b>Vocational-Recidivism Reduction Strategies</b></div> Are all original vocational Recidivism Reduction Strategies (RRS) teacher positions filled and are all classrooms operating?	N/A	Recidivism Reduction Strategies funding and teacher position tracking is no longer required by the Office of Correctional Education.
82.	Are all Recidivism Reduction Strategies vocational classes at full enrollment?	N/A	Recidivism Reduction Strategies funding and teacher position tracking is no longer required by the Office of Correctional Education.

# COMPLIANCE REVIEW FINDINGS

## ACADEMIC EDUCATION SECTION

NO.	<b>INSTITUTION: CEN</b> <b>DATE: Jan. 29, 2010</b> <b>COMPLIANCE TEAM: Valarie Anderson</b>	Yes/No or N/A	<b>COMMENTS</b>
1.	<b>Student Job Descriptions:</b> Are all of the inmate students' job descriptions accurate, complete, signed, and available?	Yes	
2.	<b>Student Records/Achievements:</b> Do all the of classroom files reflect Test of Adult Basic Education scores that are being administered according to the quarterly testing matrix and that are not over six months old for students under the California Department of Corrections and Rehabilitation Literacy Plan criteria and Office of Correctional Education Test of Adult Basic Education testing requirements?	Yes	
3.	Are all of the California Department of Corrections and Rehabilitation Form 128E chronological reports, classroom records and timekeeping documents, current, accurate, and secure?	No	One California Department of Corrections and Rehabilitation Form 128E recorded an incorrect date of entry for the inmate.
4.	Is 100% of the California Department of Corrections and Rehabilitation curriculum recording system in-use, accurate, and current?	Yes	Note that in the Section Listed Grade, The Office of Correctional Education requires that the percentage, not the letter grade, be recorded.
5.	Do 100% of the Permanent Class Record Cards (California Department of Corrections and Rehabilitation Form 151) reflect the minimum student contact time of 6.5 hours x-time or 8.5 hours of x-time for 4-10 programs for traditional classes?	Yes	
6.	Are Certificates of Completion or Achievement being issued to those students earning them?	No	Certificates of Achievement are not being issued.
7.	<b>Instructional Expectations:</b> Do all of the academic education classes have lesson plans that agree with the California Department of Corrections and Rehabilitation approved curriculum?	Yes	
8.	Are the required and/or elective credits in the academic subject being taught issued to inmates and recorded on the transcript?	No	<b>Teachers are not issuing credits in academic subjects being taught.</b>

# COMPLIANCE REVIEW FINDINGS

## ACADEMIC EDUCATION SECTION

9.	Do all of the academic education classes have course outlines that agree with the California Department of Corrections and Rehabilitation approved curriculum?	Yes	
10.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><b>Bridging Education Program Instructional Expectations:</b></div> Is each teacher utilizing the established curriculum for Bridging Education Program and does each teacher have a copy of the curriculum?	N/A	The Bridging Education Program is being eliminated by the Governor and Legislature agreements on day per day time credit and budget cuts resulting in rehabilitative programs reductions. (SBX3 18) (California Department of Corrections and Rehabilitation Fact Sheet on Adult Rehabilitation Programs Reductions for Fiscal Year 2009-10 State Budget)
11.	Are the Test of Adult Basic Education and Comprehensive Adult Student Assessment System being Administered to Bridging Students? Are other assessments being used to assess the inmate job skills?	N/A	The Bridging Education Program is being eliminated by the Governor and Legislature agreements on day per day time credit and budget cuts resulting in rehabilitative programs reductions. (SBX3 18) (California Department of Corrections and Rehabilitation Fact Sheet on Adult Rehabilitation Programs Reductions for Fiscal Year 2009-10 State Budget)
12.	Does Bridging Education Program teacher utilize the proper Permanent Class Record Card (California Department of Corrections and Rehabilitation Form 151) and is it up-to-date and accurate?	N/A	The Bridging Education Program is being eliminated by the Governor and Legislature agreements on day per day time credit and budget cuts resulting in rehabilitative programs reductions. (SBX3 18) (California Department of Corrections and Rehabilitation Fact Sheet on Adult Rehabilitation Programs Reductions for Fiscal Year 2009-10 State Budget)

# COMPLIANCE REVIEW FINDINGS

## ACADEMIC EDUCATION SECTION

13.	Has the Bridging Education Program teacher developed a written weekly schedule to include student programs and contacts?	N/A	The Bridging Education Program is being eliminated by the Governor and Legislature agreements on day per day time credit and budget cuts resulting in rehabilitative programs reductions. (SBX3 18) (California Department of Corrections and Rehabilitation Fact Sheet on Adult Rehabilitation Programs Reductions for Fiscal Year 2009-10 State Budget)
14.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><b>Test of Adult Basic Education Testing Coordinator:</b></div> Are gain/loss reports (School Progress Assessment Report Card) and the Test of Adult Basic Education sub-test reports reviewed/shared with the education supervisors?	Yes	It is recommended that this report be reviewed more in depth and used as a tool to accurately assess student achievement as well as areas of strength and/or weakness in teacher effectiveness.
15.	Do the Test of Adult Basic Education Coordinator and at least two others have access to a California Department of Corrections and Rehabilitation email address and user account?	Yes	It is recommended that the Testing Office be connected to the Internet so that the Testing Coordinator can complete the required download/upload of test scores on a daily basis without having to go to another physical computer terminal location.
16.	Does the Test of Adult Basic Education Coordinator have the most recent Test of Adult Basic Education database (within a week)?	Yes	
17.	Are Test of Adult Basic Education testing protocols signed by current staff?	No	The last signed copy of testing protocols was dated 7/12/07. A memorandum dated 10/15/09 was sent from the Office of Correctional Education requesting a new protocol sheet be updated, signed and filed in the Test of Adult Basic Education binder.

# COMPLIANCE REVIEW FINDINGS

## ACADEMIC EDUCATION SECTION

18.	Are the Test of Adult Basic Education testing materials secured in a locked cabinet (mandatory standards)?	<b>No</b>	The Testing Center does not have the required locking sidebar security device. All testing materials will be appropriately inventoried and stored in a locked cabinet; however, 25 test booklets were checked out to a teacher on 9/14/09 and are still in the classroom, unaccounted for. The teacher has been on a long-term sick leave.
19.	Is a master inventory of Test of Adult Basic Education test booklets and answer sheets maintained by the testing coordinator?	<b>No</b>	The Testing Coordinator does not keep a computerized inventory log of the numbered test booklets and the quantity of answer sheets with a record of the date, the number of test booklets (including inventory number), and number of answer sheets checked out/in as well as the name of the person in receipt of and returning the test booklets. The test booklets are not returned at the end of each day and placed in the required locking cabinet, but instead are left in classrooms.
20.	Is the Test of Adult Basic Education binder current and up-to-date with memos, purchase orders and instructions?	<b>No</b>	The Test of Adult Basic Education (TABE) Binder is missing the 10/15/09 memorandum titled "Testing Materials Security and Administration"; the 1/05/09 memorandum titled "TABE TEST REPORTING"; the 11/21/07 memorandum titled, "TESTING PARAMETERS FOR INMATES ENROLLED IN TRADITIONAL EDUCATION PROGRAMS. The Current signed protocols are also missing from the TABE Binder
21.	Is the Test of Adult Basic Education locator being used when needed to determine which level-appropriate Test of Adult Basic Education test to administer?	<b>Yes</b>	



# COMPLIANCE REVIEW FINDINGS

## ACADEMIC EDUCATION SECTION

22.	<b>Teacher-Test of Adult Basic Education Testing</b> Are teachers testing within ten days of the student's initial entry into the classroom, as well as quarterly testing based on the Test of Adult Basic Education matrix?	No	Teachers are not testing within the ten days of initial entry into the classroom.
23.	Is the Test of Adult Basic Education administered according to the testing matrix?	Yes	
24.	Is the Test of Adult Basic Education locator being used, when needed, to determine which level-appropriate Test of Adult Basic Education test to administer?	Yes	
25.	Are teachers using Test of Adult Basic Education pre-post subtest diagnostic reports for student needs assessment and are they reviewing test scores with inmates?	No	Teachers are not being issued the required pre-post subtest diagnostic reports from the matrix testing.
26.	Are teachers using the Test of Adult Basic Education pre-post diagnostic subtest test results as a diagnostic tool for individualized instruction and troubleshooting Test of Adult Basic Education score losses in their classes?	No	Teachers are not being issued the required pre-post subtest diagnostic reports from the matrix testing.
27.	Are current Test of Adult Basic Education subtests placed in student's classroom file?	No	A few files did not have the required subtests in them.
28.	<b>Alternative Education Delivery Models:</b> Are Alternative Education Delivery Model Open Line schedules with dates and times posted in public areas for inmate access to educational services during off work hours?	N/A	
29.	Is the Television Specialist and Distance Learning Study Teacher developing a Distance Learning Study Channel schedule of courses, with dates and times, posted in public areas for inmates to review and complete their assignments?	N/A	

# COMPLIANCE REVIEW FINDINGS

## ACADEMIC EDUCATION SECTION

30.	Does the Television Specialist plan, supplement and implement electronic educational coursework with the Distance Learning teacher—utilizing <del>Transforming Lives Network</del> and airing educational programs? —such as <del>Kentucky Educational TV General Education Development series on a weekly basis?</del>	N/A	
31.	Are teachers awarding inmates certificates for achievement/completion in Alternative Education Delivery Model programs?	N/A	
32.	Do all of the Education/Independent Study (half-time) classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	N/A	
33.	Do all of the Education/Work Program (half-time) classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	N/A	
34.	Do all of the Distance Learning classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	N/A	
35.	Do all of the Independent Study classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	N/A	
36.	<ul style="list-style-type: none"> <li>Are teachers testing inmates within ten days of being enrolled or assigned to an Alternative Education Delivery Model program?</li> <li>Are the inmates' Test of Adult Basic Education subtest results analyzed by the teacher for appropriate Alternative Education Delivery Model lesson/class placement?</li> </ul>	N/A	
37.	<ul style="list-style-type: none"> <li>Is the Alternative Education Delivery Model current enrolled/assigned inmate roster consistently kept updated?</li> <li>Is it given to the Vice-Principal and Principal on at least a weekly basis?</li> </ul>	N/A	
38.	Are students' gains being recorded and tracked?	N/A	

# COMPLIANCE REVIEW FINDINGS

## ACADEMIC EDUCATION SECTION

39.	<b>Gender Responsive Strategies:</b> Do all of the academic life skills classes have current course outlines that agree with the Office of Correctional Education/Gender Responsive Strategies (GRS) approved curriculum, i.e.? Women's Conflict and Anger Lifelong Management (W-CALM) (Feb. 2007), Women's Health (July 2007), Women's Parenting (January 2008) Women's Victims (July 2008)?	N/A	This item applies only to institutions housing females.
40.	Do all of the academic life skills classes have current lesson plans that agree with the Office of Correctional Education/Gender Responsive Strategies approved curriculum?	N/A	This item applies only to institutions housing females.
41.	<b>ESTELLE and Behavior Modification Unit programs:</b> Is there an effective system in place to track monthly attendance, reporting, and evaluation of assigned inmates, their performance, and participation that allows a clear overall rating of progress of each student in the Behavior Modification Unit/ESTELLE program?	N/A	This question applies to Pelican Bay State Prison, Salinas Valley State Prison or High Desert State Prison only.
42.	Is there a tracking and evaluation process to determine inmate progress on the Behavior Modification Unit curriculum competencies including Conflict and Anger Lifelong Management and is documentation provided to the Unit Classification Committee every 30 days detailing how the inmates assigned to the Behavior Modification Unit program are performing?	N/A	This question applies to Pelican Bay State Prison, Salinas Valley State Prison or High Desert State Prison only.
43.	<ul style="list-style-type: none"> <li>Do ESTELLE students have access to computers as required in the framework of the program for training?</li> <li>Does the teacher have Test of Adult Basic Education scores on all of the students in the program?</li> </ul>	N/A	This question applies to Pelican Bay State Prison only.

# COMPLIANCE REVIEW FINDINGS

## ACADEMIC EDUCATION SECTION

44.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><b>Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) – Risk and Needs Assessment:</b></div> <p>Are assessment teachers conducting assessments on eligible inmates as defined by the current Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Operations Manual?</p>	N/A	Adult Programs transitioned the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Operations from teachers to correctional counselors.
45.	Does assessment staff utilize the current standardized Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Tracking Form?	N/A	Adult Programs transitioned the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Operations from teachers to correctional counselors.
46.	Are the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) questionnaires shredded daily in accordance with the confidential document procedure?	N/A	Adult Programs transitioned the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Operations from teachers to correctional counselors.
47.	Are assessment interviews conducted in a semi-private environment?	N/A	Adult Programs transitioned the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Operations from teachers to correctional counselors.
48.	Is appropriate assistance provided to inmates during participation in the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) assessment interview in accordance with departmental policies regarding Effective Communication, the Clark Remedial Plan, and Armstrong mandates?	N/A	Adult Programs transitioned the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Operations from teachers to correctional counselors.
49.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><b>Security and Order:</b></div> <p>Are personal alarms issued to teachers and do they wear whistles and the personal alarms on their person?</p>	Yes	

# COMPLIANCE REVIEW FINDINGS

## ACADEMIC EDUCATION SECTION

50.	Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan?	Yes	
51.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><b>Pre-Release</b></div> Does the Pre-Release curriculum contain Life Skills; Communication Skills; Attitude and Self-Esteem; Money Management; Community Resources; Job Application Training; Department of Motor Vehicles Practice Test; and Parole Services?	N/A	The pre-release classes are being discontinued by the California Department of Corrections and Rehabilitation Education Departments statewide.
52.	Do all of the Pre-Release lesson plans contain the objective, handouts, and methods for student evaluation?	N/A	The pre-release classes are being discontinued by the California Department of Corrections and Rehabilitation Education Departments statewide.
53.	Is the Pre-Release teacher receiving appropriate institutional and Parole and Community Services Division (P&CSD) staff support?	N/A	The pre-release classes are being discontinued by the California Department of Corrections and Rehabilitation Education Departments statewide.
54.	Is the Pre-Release curriculum recording system in-use, accurate, and current and are copies of monthly records maintained?	N/A	The pre-release classes are being discontinued by the California Department of Corrections and Rehabilitation Education Departments statewide.
55.	Does the Pre-Release instructor use a variety of teaching methodologies and allow for differentiation of instruction to meet individual learners' needs?	N/A	The pre-release classes are being discontinued by the California Department of Corrections and Rehabilitation Education Departments statewide.
56.	Is the Pre-Release class a full-time program (four days/8.5 hours or five days/6.5 hours)? If no, is there an exemption on file?	N/A	The pre-release classes are being discontinued by the California Department of Corrections and Rehabilitation Education Departments statewide.

# COMPLIANCE REVIEW FINDINGS

## ACADEMIC EDUCATION SECTION

57.	Are all of California Department of Corrections and Rehabilitation Form 128Es (that are used to record all education participation including course completions) and classroom records current and accurate and reflect a full-quota student enrollment?	N/A	The pre-release classes are being discontinued by the California Department of Corrections and Rehabilitation Education Departments statewide.
58.	Does the Pre-release Teacher use the Framework for Breaking Barriers?	N/A	The pre-release classes are being discontinued by the California Department of Corrections and Rehabilitation Education Departments statewide.
59.	Does the Pre-release teacher provide the Office of Correctional Education with monthly Pre-release Program reports on time and maintain copies of those monthly Pre-release program reports?	N/A	The pre-release classes are being discontinued by the California Department of Corrections and Rehabilitation Education Departments statewide.
60.	<div style="border: 1px solid black; padding: 2px;"><b>Recidivism Reduction Strategies Enhanced Outpatient Program:</b></div> Is the Enhanced Outpatient Program Teacher a participating member of the Interdisciplinary Treatment Team (IDTT) meetings?	N/A	The Enhanced Outpatient Program educational component is being eliminated by the latest changes in the education programs.
61.	Is there a current roster of Enhanced Outpatient Program inmates determined eligible by Interdisciplinary Treatment Team (IDTT) and the Enhanced Outpatient Program teacher to receive education services?	N/A	The Enhanced Outpatient Program educational component is being eliminated by the latest changes in the education programs.
62.	Is the required student assessment for development of the Individualized Treatment and Education Plan completed in accordance with the Enhanced Outpatient Program assessment guidelines timelines?	N/A	The Enhanced Outpatient Program educational component is being eliminated by the latest changes in the education programs.
63.	Is there documentation of the education services provided to Enhanced Outpatient Program inmates?	N/A	The Enhanced Outpatient Program educational component is being eliminated by the latest changes in the education programs.
64.	<div style="border: 1px solid black; padding: 2px;"><b>Transforming Lives Network Program:</b></div> Are alternate modalities available for use within the housing units for the Distance Learning program? For example, video, Transforming Lives Network, institutional television, visual worksheets, etc.?	N/A	There is currently no contract between any institution and the Transforming Lives Network vendor.

# COMPLIANCE REVIEW FINDINGS

## ACADEMIC EDUCATION SECTION

65.	Is the television specialist recording Transforming Lives Network broadcasting and archiving copies for re-broadcast and individual teacher access?	N/A	There is currently no contract between any institution and the Transforming Lives Network vendor.
66.	Is the television specialist setting up a broadcast schedule for the school and distributing that schedule to the school faculty?	N/A	There is currently no contract between any institution and the Transforming Lives Network vendor.
67.	Are school faculty members given the opportunity to provide input into the broadcast schedule?	N/A	There is currently no contract between any institution and the Transforming Lives Network vendor.
68.	<div style="border: 1px solid black; padding: 2px;"><b>Recreation/Physical Education (P.E.):</b></div> Is there a current and comprehensive activity schedule for the Recreation and/or Physical Education Program?	No	There is no comprehensive activity schedule. The Physical Education Teacher decides on what sports will be played during a month. The Physical Education Teacher has an inmate facilitator conduct sign ups, activities, and record the results. The Physical Education Teacher checks out the equipment needed for the requested events to the inmate. The Physical Education Teacher gives awards of two sodas per winner to the inmate facilitator to deliver to the inmate "winners".
69.	Does the Physical Education teacher follow the California Department of Corrections and Rehabilitation approved selection process for movies?	Yes	
70.	Does the Physical Education teacher have sign-up sheets, team rosters, or other evidence of inmate participation in sports and health education activities?	Yes	
71.	Is California Department of Corrections and Rehabilitation-approved State frameworks curriculum being used and are course outlines present?	Yes	
72.	Are health education, physical fitness training and recreational activities being provided to the Special Needs populations?	N/A	

# COMPLIANCE REVIEW FINDINGS

## ACADEMIC EDUCATION SECTION

73.	Does the Physical Education teacher have a system in place to ensure accountability for state property including sports equipment, clothing and supplies?	<b>No</b>	The Physical Education teacher accounts for the receipt of sports equipment and checking out the equipment. There is no accounting system for returned equipment or worn out/damaged equipment. There is no accounting maintained of equipment that is placed in hot trash.
74.	Are there sufficient supplies, such as board games and sports equipment, to ensure a viable Physical Education program?	<b>Yes</b>	
75.	Are time-keeping records (California Department of Corrections and Rehabilitation Form 1697) on inmates assigned to work for the Physical Education teacher being kept?	<b>N/A</b>	
76.	Are health education, physical fitness training and recreational activities being provided to the geriatric population (age 55 and over)?	<b>No</b>	There are no activities provided for the geriatric population. The Physical Education Teacher stated he once had an activity for those inmates 45 and above.
77.	Have the funds for the Recidivism Reduction Strategies funds for the geriatric population been expended for the geriatric population?	<b>N/A</b>	There is no longer a tracking requirement by the Office of Correctional Education or the Legislature. The Recidivism Reduction Strategies was a three year operational; funding cycle that ended at the beginning of the 2009/20010 fiscal year and absorbed into the general education operations funding process.



# COMPLIANCE REVIEW FINDINGS

## VOCATIONAL EDUCATION SECTION

NO.	<b>INSTITUTION: CEN</b> <b>DATE: Jan. 29, 2010</b> <b>COMPLIANCE TEAM: Beverly Penland</b>	<b>Yes/No or N/A</b>	<b>COMMENTS</b>
1.	<b>Student Job Description:</b> Are all of the inmate students' job descriptions accurate, complete, signed, and available?	Yes	
2.	<b>Student Records/Achievements:</b> Do all of classroom files reflect Test of Adult Basic Education scores that are not over six months old for students under the California Department of Corrections and Rehabilitation Literacy Plan and Office of Correctional Education Test of Adult Basic Education testing criteria?	Yes	
3.	Are all of the California Department of Corrections and Rehabilitation Form 128E chronological reports, classroom records and timekeeping documents, current, accurate, and secure?	No	"X" time is not reflected accurately due to late arrival of students to classes (i.e. late unlock, late feeding, etc.). The teachers are not recording "S" time appropriately for the time students are not in class.
4.	Is the curriculum recording system in-use, accurate, and current?	Yes	One of the teachers has a copy of the recording system on his computer but uses his own version of the recording system.
5.	Does the Permanent Class Record Card (California Department of Corrections and Rehabilitation Form 151) reflect the minimum student contact time of 6.5 hours X-time or 8.5 hours of X-time (on full days) for 4-10 programs?	Yes	
6.	Are elective credits in the designated vocational subject being issued to students and recorded on their transcript in the education file?	No	None of the teachers issue elective credits in their vocational programs.

# COMPLIANCE REVIEW FINDINGS

## VOCATIONAL EDUCATION SECTION

7.	Are Trade/Industry Certifications being issued and recorded to those students earning them?	No	The Office Services and Related Technology teachers are not Microsoft certified and are unable to issue the Microsoft certifications to their students. Adult Programs/Office of Correctional Education Administration has not provided funding approval for the necessary Microsoft Certification Training. This is a critical needs area since SB3X 18 requires milestones for vocational programs in order for inmates to earn early release time credit. Without the training, teachers cannot certify program completions thereby increasing incarceration costs to the Department since inmates will not be able to reach the required milestones.
8.	Are Certificates of Completion or Achievement as appropriate being issued and recorded for those students earning them?	Yes	
9.	<div style="border: 1px solid black; padding: 2px;"><b>Instructional Expectations:</b></div> Do all of the vocational education classes have course outlines that agree with the California Department of Corrections and Rehabilitation curriculum?	Yes	
10.	Do all of the vocational education classes have lesson plans that agree with the California Department of Corrections and Rehabilitation curriculum?	Yes	
11.	Have the Literacy Implementation Plan sections (applicable to Vocational Education) been incorporated through a core set of literacy materials into the instructional plan and do lesson plans verify this?	Yes	
12.	Are Vocational Instructors conducting and documenting at least four hours of approved related formal classroom training each week for all inmate students?	Yes	

# COMPLIANCE REVIEW FINDINGS

## VOCATIONAL EDUCATION SECTION

13.	Are all of the vocational programs that have a nationally recognized certification programs participating in that program?	No	The Office Services and Related Technology teachers cannot offer and issue Microsoft Certification as they have not received Microsoft certification training. Additionally, several students did not receive National Institute for Automotive Service Excellence (ASE) certification due to delays in approval of funding for payment of the certifications. The Small Engine program has also experienced difficulty in providing nationally recognized certification due to lack of funding approval. This is a critical needs area since SB3X 18 requires milestones for vocational programs in order for inmates to earn early release time credit. Without the training, teachers cannot certify program completions thereby increasing incarceration costs to the Department since inmates will not be able to reach the required milestones.
14.	<div style="border: 1px solid black; padding: 2px;"><b>Recidivism Reduction Strategies:</b></div> <p>Are the Recidivism Reduction Strategies programs issuing trade certifications and/or National Center for Construction Education and Research (NCCER) certifications?</p>	N/A	There is no longer a separate tracking requirement by the Office of Correctional Education or the Legislature. The Recidivism Reduction Strategies was a three year operational; funding cycle that ended at the beginning of the 2009/2010 fiscal year and absorbed into the general education operations funding process.
15.	<div style="border: 1px solid black; padding: 2px;"><b>National Center for Construction Education and Research:</b></div> <p>Are all the National Center for Construction Education and Research (NCCER) accreditation guidelines for Standardized Training being used?</p>	Yes	

# COMPLIANCE REVIEW FINDINGS

## VOCATIONAL EDUCATION SECTION

16.	Are the Building Construction Trades using the Contren Learning Series text books as the primary classroom text book?	<b>Yes</b>	The Contren Learning Series books are outdated and must be replaced with the current version. The teachers need the required version to issue the National Center for Construction Education and Research (NCCER) Certifications. This is a critical needs area since SB3X 18 requires milestones for vocational programs in order for inmates to earn early release time credit. Without the updated books NCCER will not allow teachers to certify inmates using outdated books thereby increasing incarceration costs to the Department since inmates will not be able to reach the required milestones.
17.	Do all of the National Center for Construction Education and Research instructors have the resources needed to effectively teach the related trades?	<b>Yes</b>	
18.	Are all of the building trade instructors currently National Center for Construction Education and Research Certified Instructors and have attended the Instructor Certification Training Program (ICTP)?	<b>Yes</b>	
19.	Are all of the craft instructors maintaining and conducting record keeping as outlined in the National Center for Construction Education and Research Accreditation Guidelines?	<b>Yes</b>	
20.	Are all of the instructors maintaining the confidentiality and maintain restricted access to inmate social security numbers used on the National Center for Construction Education and Research Form 200's?	<b>Yes</b>	
21.	Are all of the written National Center for Construction Education and Research tests, National Center for Construction Education and Research test CD-ROMs and National Center for Construction Education and Research answer keys maintained in a secure locked location with an inventory of the tests on hand?	<b>Yes</b>	

# COMPLIANCE REVIEW FINDINGS

## VOCATIONAL EDUCATION SECTION

22.	Are all of the students evaluated based on a 70% minimum passing score on National Center for Construction Education and Research written examinations?	Yes	
23.	Are those students that fail a National Center for Construction Education and Research written test or practical exam required to wait a minimum of 48 hours prior to being retested?	Yes	
24.	Are 90% or more of the students completing the first six National Center for Construction Education and Research CORE Modules prior to starting the Level 1 for the trade?	Yes	
25.	Are all National Center for Construction Education and Research performance evaluations conducted for each module and a record of the Performance Profile Sheet maintained?	Yes	
26.	Upon successful completion of the National Center for Construction Education and Research written and performance evaluation, is the instructor documenting and submitting the Form 200 to the Unit Training Representative (UTR) for signature and forwarding to Office of Correctional Education within 60 days?	Yes	
27.	Are all of the instructors accepting National Center for Construction Education and Research Modules and Completion Certifications issued prior to students being assigned to the vocational class?	Yes	
28.	<div style="border: 1px solid black; padding: 2px;"><b>Test of Adult Basic Education Testing</b></div> Are teachers testing within ten days of the student's initial entry into the classroom, as well as quarterly testing based on the Test of Adult Basic Education matrix?	No	Most of the teachers said it was very difficult to test the students within 10 days. The teachers stated they often waited until they had several students to test or wait until the quarterly test matrix to test their students.
29.	Is the Test of Adult Basic Education administered according to the testing matrix?	Yes	The Test of Adult Basic Education test coordinator lets the teachers know who needs to be tested according to the testing matrix.
30.	Is the Test of Adult Basic Education locator being used, when needed, to determine which level appropriate Test of Adult Basic Education test to administer?	Yes	The teachers do not use the locator but were aware of it and its use.

# COMPLIANCE REVIEW FINDINGS

## VOCATIONAL EDUCATION SECTION

31.	Are teachers using Test of Adult Basic Education pre-post subtest diagnostic reports for student needs assessment and are they reviewing test scores with inmates?	<b>No</b>	One of the teachers was not reviewing the Test of Adult Basic Education subtest with his students or using it for needs assessment. He said he did not understand what the items on the subtest meant.
32.	Are teachers using the Test of Adult Basic Education results as a diagnostic tool for individualized instruction and trouble shooting Test of Adult Basic Education score losses in their classes?	<b>No</b>	One of the teachers was not using the Test of Adult Basic Education subtest as a diagnostic tool to assist in individualized instruction for his students or to trouble shoot score losses. He said he did not understand the subtest or what the data represented meant.
33.	Are current Test of Adult Basic Education subtests placed in student's file?	<b>Yes</b>	All the subtest reports are a pre test results. There are no post-test subtests results reports for students who have been in class long enough to have taken post-tests.
34.	<div style="border: 1px solid black; padding: 2px;"><b>Gender Responsive Strategies:</b></div> Do all or more of the Gender Responsive Strategies (GRS) vocational classes have current course outlines that agree with the Office of Correctional Education/Gender Responsive Strategies approved curriculum, i.e. Cosmetology, Mill & Cabinet, Cable Technician, etc.?	<b>N/A</b>	This item applies only to institutions housing females.
35.	Do all or more of the vocational classes have current lesson plans that agree with the Office of Correctional Education/Gender Responsive Strategies approved curriculum?	<b>N/A</b>	This item applies only to institutions housing females.
36.	<div style="border: 1px solid black; padding: 2px;"><b>Security and Order:</b></div> Are personal alarms issued by the institution to instructors and do they wear a whistle and the personal alarms on their person?	<b>Yes</b>	
37.	Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan?	<b>Yes</b>	

# COMPLIANCE REVIEW FINDINGS

## VOCATIONAL EDUCATION SECTION

38.	Is there an Inmate Safety Committee that conducts and records weekly safety inspections?	No	There was no documentation that an inmate safety committee had conducted weekly inspections in one of the programs. The teacher did not have a check off safety inspection list. It is recommended that the teacher develop a safety check list for the Inmate Safety Committee to use for their weekly safety inspections and to document the inspection was conducted weekly as required.
39.	Is at least one hour per month of safety meetings being held and documented?	Yes	
40.	<div>Trade Advisory Committee:</div> Does the instructor have a documented Trade Advisory Committee that meets at least quarterly?	Yes	
41.	<div>Job Market Analysis:</div> Is a current Employment Development Department Job Market Analysis and/or institutional Job Market Survey on file?	Yes	It is recommended that the teachers get a new copy of the job market survey yearly. The teachers can also download a copy of individual counties' job market analysis as they are updated more often.
42.	<div>Apprenticeship:</div> Is there an active Apprenticeship Training Program?	N/A	
43.	If there is an active Apprenticeship Training Program, do inmates meet apprenticeship requirements and receive pay?	N/A	
44.	Does the instructor have a documented active Joint Apprenticeship Committee that meets at least quarterly within the institution?	N/A	
45.	<div>Employee and Community Services Programs.</div> If vocational education programs are participating in Employee Services Programs, are they meeting Department Operation Manual and Penal Code requirements?	Yes	

# COMPLIANCE REVIEW FINDINGS

## VOCATIONAL EDUCATION SECTION

	<div></div>		
46.	If vocational education programs are participating in community service projects, are they meeting Department Operation Manual requirements?	<b>Yes</b>	



# COMPLIANCE REVIEW FINDINGS

## LIBRARY/LAW LIBRARY SECTION

NO.	INSTITUTION: CEN DATE: Jan. 29, 2010 COMPLIANCE TEAM: Raul Romero	Yes/No or N/A	COMMENTS
1.	<b>Library Staffing:</b> <ul style="list-style-type: none"> <li>Does the Principal, Academic Vice-Principal, or Vocational Vice-Principal supervise the library staff?</li> <li>Does the Senior Librarian implement/plan the library program?</li> </ul>	Yes	There has been no Senior Librarian at Centinela for at least three years. It is recommended that the vacancy be filled as soon as possible. It is recommended that recruitment efforts and communication with Office of Correctional Education be documented. It is also recommended that the Principal continue with seeking assistance and support from Office of Correctional Education to fill the vacancy.
2.	<b>Department Operations Manual and Department Operations Manual Supplement:</b> <ul style="list-style-type: none"> <li>Is the current Department Operations Manual, Section 101120, available in the main libraries and satellite libraries?</li> <li>Is there a Department Operations Manual library supplement that is brief, and contains no new policies and/or regulations unless they are court-ordered and does the Department Operations Manual supplement reflect the current, actual local library program?</li> </ul>	Yes	
3.	<b>General Population (GP) Access Hours:</b> <ul style="list-style-type: none"> <li>Are library hours of operation posted where General Population inmates can see them, and do General Population inmates have access to the library during off work hours?</li> <li>Do General Population inmates have regular access to non-legal library services?</li> </ul>	Yes	
4.	<b>General Population/Law Library Documentation:</b> <ul style="list-style-type: none"> <li>Is there documentation of General Population inmates' access to law library for a minimum of two hours within seven calendar days of their request for legal use?</li> <li>Is there a list showing inmates who request legal access, and those who received access?</li> </ul>	Yes	

# COMPLIANCE REVIEW FINDINGS

## LIBRARY/LAW LIBRARY SECTION

5.	<b>Restricted Housing Status Inmate Access:</b> <ul style="list-style-type: none"> <li>• If there are Restricted Housing inmates in the institution, is there a Department Operations Manual supplement relating to their use of the library?</li> <li>• Is there a method for Restricted Housing inmates to request physical access to the law library which includes a list showing Restricted Housing inmates requests for access and inmates who actually used the library and is access granted for a minimum of one two-hour block of time if needed by the inmate, within seven calendar days of a request?</li> </ul>	Yes	
6.	<b>Restricted Housing Status Non-Legal Library Services:</b> <p>Do Restricted Housing inmates receive general library services?</p>	Yes	
7.	<b>Library Expenditures:</b> <ul style="list-style-type: none"> <li>• Are library funds spent for magazines/ newspaper subscriptions, fiction and nonfiction books, supplies, processing, repair, and interlibrary loan fees?</li> <li>• If other items are purchased, are they for library use?</li> </ul>	No	Adult Programs/ Division of Rehabilitative Programs/Office of Correctional Education are not approving general library purchase requests made by Centinela library staff. This is a statewide problem impacting all libraries for over a year to-date.
8.	<b>Inmate Welfare Funds (IWF) Expenditure:</b> <p>Are Inmate Welfare Funds used to purchase newspapers, magazines, and paperback fiction books, etc.?</p>	Yes	
9.	<b>Law Library Expenditure:</b> <ul style="list-style-type: none"> <li>• Does the Senior Librarian understand the process associated with receiving the mandated law discs/books through the warehouse or mail room?</li> <li>• Are the Stock Received Reports completed and submitted to the Regional Accounting Office?</li> </ul>	Yes	

# COMPLIANCE REVIEW FINDINGS

## LIBRARY/LAW LIBRARY SECTION

10.	<ul style="list-style-type: none"> <li>• Are all received mandated law books and discs made available to inmates in a timely manner?</li> <li>• Are the discs timely loaded on the Law Library Electronic Data System computer?</li> <li>• Are the law books shelved promptly?</li> </ul>	Yes	
11.	<ul style="list-style-type: none"> <li>• Are law library discs checked in by the Associate Information Specialist Analyst?</li> <li>• If not, who checks them?</li> </ul>	Yes	
12.	Does the librarian know what steps to take if a mandated law library book or disc is not received when it should be?	Yes	
13.	<div style="border: 1px solid black; padding: 2px;"><b>Library Book Stock - Quality, Part I:</b></div> <ul style="list-style-type: none"> <li>• Within the entire institution's libraries, is there at least one encyclopedia with a copyright date within the last five years and one unabridged dictionary (no older than five years?)</li> <li>• Does the library program have at least three directories relevant to the questions asked by the population served?</li> </ul>	Yes	There are current publisher problems in which the publisher maintained a 2001 copyright date even with newly published unabridged dictionaries. It is recommended that library purchase orders continue to be submitted and processed for to include at least one newer unabridged dictionary from a publisher that documents that their unabridged dictionary is updated even if the copyright date is outdated.
14.	<div style="border: 1px solid black; padding: 2px;"><b>Library Book Stock - Quality, Part II:</b></div> <p>Does each library in the institution have a current world almanac, an atlas that is no more than three years old, an English language dictionary that is no more than five years old, and a Spanish and English dictionary that is no more than ten years old?</p>	No	There are no current almanacs. It is recommended that purchase orders continue to be submitted and processed at the local level. Adult Programs/ Division of Rehabilitative Programs/Office of Correctional Education are not approving general library purchase requests made by Centinela library staff. This is a statewide problem impacting all libraries for over a year to-date.
15.	<div style="border: 1px solid black; padding: 2px;"><b>Library Book Stock - Quality, Part III:</b></div> <ul style="list-style-type: none"> <li>• Does each library regularly inspect the physical condition of their books?</li> <li>• Does the library program have a book repair procedure?</li> </ul>	Yes	

# COMPLIANCE REVIEW FINDINGS

## LIBRARY/LAW LIBRARY SECTION

16.	<p><b>Library Book Stock - Quality, Educational Support, Literacy, Multi-Ethnicity:</b></p> <p>Does each library in the institution have at least one textbook and two supplemental titles which have copyright dates not more than ten years old representing each vocational and academic program in the institution, a minimum of 100 titles representing high interest/low level reading books, a minimum of 250 multi-ethnic titles, including but not limited to Black American, Asian-American, Hispanic-American (including Spanish language) and Native American materials?</p>	No	<p>The budget deficit has precluded the necessary purchases. It is recommended that purchase orders continue to be submitted and processed at the local level. Adult Programs/ Division of Rehabilitative Programs/Office of Correctional Education are not approving general library purchase requests made by Centinela library staff. This is a statewide problem impacting all libraries for over a year to-date.</p>
17.	<p><b>Library Book Stock - User Orientation:</b></p> <ul style="list-style-type: none"> <li>• Are book collections designed to meet the needs and interests of the inmate population served?</li> <li>• Does the librarian regularly meet with an inmate library advisory group, and does the library maintain a suggestion box?</li> </ul>	No	<p>The budget deficit has precluded the necessary purchases. It is recommended that purchase orders continue to be submitted and processed at the local level. Adult Programs/ Division of Rehabilitative Programs/Office of Correctional Education are not approving general library purchase requests made by Centinela library staff. This is a statewide problem impacting all libraries for over a year to date. It is recommended that an inmate library advisory be formed or if the Men's Advisory Committee (MAC) is utilized, a separate meeting and MAC documentation records be maintained explicitly for addressing library issues discussed by the MAC library sub-committee. There is a suggestion box in A Facility with no key to open it.</p>

# COMPLIANCE REVIEW FINDINGS

## LIBRARY/LAW LIBRARY SECTION

18.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> <b>Library Book Stock - Quantity: (Department Operations Manual Book Aug)</b> </div> <ul style="list-style-type: none"> <li>• Does the current library collection contain the number of fiction and nonfiction books mandated by California Department of Corrections and Rehabilitation?</li> <li>• <del>Does this include any new books purchased through Recidivism Reduction Strategies (RRS) funding?</del></li> </ul>	<b>No</b>	<p>The budget deficit has precluded the necessary purchases. It is recommended that purchase orders continue to be submitted and processed at the local level. Adult Programs/ Division of Rehabilitative Programs/Office of Correctional Education are not approving general library purchase requests made by Centinela library staff. This is a statewide problem impacting all libraries for over a year to-date.</p>
19.	<p>Have all books purchased through the Recidivism Reduction Strategies funds been received, shelved, and inmate use tracked?</p>	<b>N/A</b>	<p>There is no longer a separate tracking requirement by the Office of Correctional Education or the Legislature. The Recidivism Reduction Strategies was a three year operational; funding cycle that ended at the beginning of the 2009/2010 fiscal year and absorbed into the general education operations funding process.</p>
20.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> <b>Book Access:</b> </div> <ul style="list-style-type: none"> <li>• Is there a card catalog or equivalent system that inmates can use to find a book by title, author, or subject matter?</li> <li>• Can inmates request books that are not in the library collection?</li> </ul>	<b>Yes</b>	
21.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> <b>Circulation:</b> </div> <p>Is there an adequate library book checkout system in place and an adequate overdue system in use?</p>	<b>Yes</b>	

# COMPLIANCE REVIEW FINDINGS

## LIBRARY/LAW LIBRARY SECTION

22.	<div><b>Mandated Law Library/California Code of Regulations, Department Operations Manual</b></div> <ul style="list-style-type: none"> <li>• Are the Gilmore v. Lynch mandated law books up to date?</li> <li>• Does the library collection have the most current California Code of Regulations/Title 15 in English and Spanish?</li> <li>• Is there a method of displaying proposed and actual revisions of California Code of Regulations/Title 15 for the inmate population, and does each library have a complete up-to-date Department Operations Manual?</li> <li>• Are all of the Law Library Electronic Data System computers up-to-date and operating in each library?</li> </ul>	Yes	
23.	<div><b>Law Library - American Disability Act (ADA):</b></div> <p>Are American Disability Act mandatory postings present in the library?</p>	Yes	
24.	<div><b>Circulating Law Library:</b></div> <p>Is a procedure for accessing the Circulating Law Library in place?</p>	Yes	
25.	<div><b>Court Deadlines:</b></div> <p>Are court deadlines verified, and is there documentation that inmates with established court deadlines have priority access to the library?</p>	Yes	
26.	<div><b>Law Library Forms and Supplies:</b></div> <p>Do inmates have access to court-required forms; are required legal supplies adequate and available; are procedures to distribute forms and supplies appropriate; and do all law libraries follow the same law library procedures?</p>	Yes	
27.	<div><b>General Library Forms and Supplies:</b></div> <p>Are adequate supplies available to process library materials, and are there standardized forms for library procedures that are used by all the libraries in the institution?</p>	Yes	

# COMPLIANCE REVIEW FINDINGS

## LIBRARY/LAW LIBRARY SECTION

28.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><b>Inmate Clerk Training:</b></div> <ul style="list-style-type: none"> <li>• Do inmate library/law library clerks receive documented training? Are training records maintained for each inmate employee?</li> <li>• Do inmate clerks receive training on a regular basis in law library and general library processes?</li> </ul>	<b>Yes</b>	<p>It is recommended that the training be increased and that additional training topics relating to legal research and updated DOM/Title 15 or other legal requirements be added to the training subjects. It is also recommended that inmate clerk training be maintained on a consistent schedule. All training must be documented by topic (s) and dated.</p>
29.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><b>Security and Order:</b></div> <ul style="list-style-type: none"> <li>• Are personal alarms issued by institution to library staff; does library staff wear a whistle and the issued personal alarms?</li> <li>• Are exits clearly marked and evacuation plans posted in accordance with the institution's emergency evacuation plan?</li> </ul>	<b>Yes</b>	

# COMPLIANCE REVIEW FINDINGS

## FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

	<b>INSTITUTION: CEN</b> <b>DATE: Jan. 21, 2010</b> <b>COMPLIANCE TEAM: Mark Lechich</b>	<b>Yes/No</b> <b>or N/A</b>	<b>COMMENTS</b>
1.	<b>Duty Statement/Job Description/Credentials – Literacy Learning Lab</b> Does the teacher have a current duty statement on file (within one year)?	<b>Yes</b>	Ms. Mulder is doing an excellent job with the Literacy Learning Lab (LLL) at Centinela State Prison (CEN).
2.	Does the teacher have a valid credential on file?	<b>Yes</b>	Her credential is located in the Education Office.
3.	<b>Security/Order – Literacy Learning Lab</b> Are personal alarms issued by the institution to teaching staff and do they wear a whistle the personal alarms on their person?	<b>Yes</b>	Teacher had both the staff alarm and whistle.
4.	Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan?	<b>Yes</b>	The exit sign is located over the exit door.
5.	<b>Supervisory/Support – Literacy Learning Lab</b> Does the teacher receive support from his/her supervisor and other educational staff?	<b>Yes</b>	
6.	Does the Vice Principal visit/observe the class? Does the Principal visit/observe the class? Does the teacher maintain a sign-in log?	<b>Yes</b>	Mr. Bradley, Academic Vice-Principal is very supportive. Ms. Cullors is also very supportive and visits the Literacy Learning Lab. A log sheet of visitors to the class is maintained.
7.	<b>Inmate Enrollment – Literacy Learning Lab</b> Does the teacher maintain a minimum enrollment of 27 students?	<b>Yes</b>	27 students are assigned to the Literacy Learning Lab and a Pull-Out program on Friday.
8.	Do students receive direct/group instruction?	<b>Yes</b>	Ms. Mulder gives group instruction and individual instruction.
9.	Is the Literacy Learning Lab a "self contained" program?	<b>Yes</b>	



# COMPLIANCE REVIEW FINDINGS

## FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

<b>INSTITUTION: CEN</b> <b>DATE: Jan. 21, 2010</b> <b>COMPLIANCE TEAM: Mark Lechich</b>		<b>Yes/No</b> <b>or N/A</b>	<b>COMMENTS</b>
10.	<b>Student Records/Testing Achievements – Literacy Learning Lab</b> Does the teacher verify non-General Education Development or non-High School graduation of the student?	<b>Yes</b>	Ms. Mulder has done a wonderful job in the Literacy Learning Lab. During the first year she has operated the program 6 students have received their GED.
11.	Does the teacher start a student record file upon the student entering the Literacy Learning Lab program?	<b>Yes</b>	She starts a file as soon as the student enters the class.
12.	Does each student have a current Test of Adult Basic Education score? <i><b>If not, does the teacher refer the student for testing?</b></i>	<b>Yes</b>	The Test of Adult Basic Education scores are current. If they are not, the teacher refers the student for testing.
13.	Does the teacher assess student's basic skill level? <i><b>Describe</b></i>	<b>Yes</b>	Ms. Mulder uses various tests and supplementary materials to assess students including CDCR curriculum.
14.	Are at least 90% of the California Department of Corrections and Rehabilitation Form 128E chronological reports, classroom records and accountability documents current, accurate and 100% of them secured?	<b>Yes</b>	All class records are current and secured in a locked cabinet.
15.	Are the Student Files current (incl. Test of Adult Basic Education scores and any other assessment scores)? <i><b>Review</b></i>	<b>Yes</b>	All test scores are current.
16.	Is there a current Student Job Description on file?	<b>Yes</b>	All Job Descriptions are current
17.	<b>Instructional Expectations – Literacy Learning Lab</b> Does the teacher use the approved California Department of Corrections and Rehabilitation Competency Based Adult Basic Education curriculum?	<b>Yes</b>	

# COMPLIANCE REVIEW FINDINGS

## FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

	<b>INSTITUTION: CEN</b> <b>DATE: Jan. 21, 2010</b> <b>COMPLIANCE TEAM: Mark Lechich</b>	<b>Yes/No</b> <b>or N/A</b>	<b>COMMENTS</b>
18.	Are differentiated instructional methods used? <b>Describe</b>	<b>Yes</b>	Large, small and individual teaching is provided to students.
19.	Do students track their own progress?	<b>Yes</b>	Software program tracks progress.
20.	Do the students receive computer orientation? Is there continuous training? <b>Describe</b>	<b>Yes</b>	The teacher and/or the clerks give new students computer orientation. Continuous training is provided if it is necessary.
21.	Does the teacher maintain course outlines and lesson plans? <b>Review files</b>	<b>Yes</b>	Course outlines and lessons are used to enhance students learning experience.
22.	Does the teacher use alternative assessment instruments (besides the required Test of Adult Basic Education), to determine a student's instructional plan? <b>Describe</b>	<b>Yes</b>	Alternative assessment instruments in use are teacher designed tests and Comprehensive Adult Student Assessment System tests.
23.	Do students spend an average of six months of instructional time enrolled in the program?	<b>Yes</b>	
24.	<div style="border: 1px solid black; padding: 2px;"><b>Other Services – Literacy Learning Lab</b></div> Does the teacher refer students to other services, i.e. medical? <b>Describe the process</b>	<b>Yes</b>	She contacts the Educational Officer to refer the student to other services.
25.	Does the teacher provide the students career-related information?	<b>Yes</b>	The PLATO and Reading Plus software provides student with career-related information.
26.	Does the teacher have student aides? If so, how many and how are they used?	<b>Yes</b>	She has one Clerk and one Teacher Aide. They assist students with training and provide clerical support.

# COMPLIANCE REVIEW FINDINGS

## FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

<b>INSTITUTION: CEN</b> <b>DATE: Jan. 21, 2010</b> <b>COMPLIANCE TEAM: Mark Lechich</b>		<b>Yes/No or N/A</b>	<b>COMMENTS</b>
27.	<b>Training – Literacy Learning Lab</b> Has the teacher participated in conferences, workshops and seminars from July 1, 2009–June 30, 2010? If so, provide a list.	<b>Yes</b>	Ms. Mulder received training from Mark Lechich and Andra Digre with PLATO in November 3, 2009. She also received training with the Reading Plus program with D. J. Ware.
28.	<b>Expenses – Literacy Learning Lab</b> Are spending levels appropriate for material purchases and training to support program needs?	<b>Yes</b>	Ms. Mulder is happy with the funding levels.
29.	<b>Equipment – Literacy Learning Lab</b> Does the teacher maintain a complete and current inventory of equipment? Is equipment tagged with a Workforce Investment Act property tag? <b>Conduct an inventory</b>	<b>Yes</b>	The Inventory Form is complete and Workforce Investment Act tags are located on the equipment.
30.	Is the teacher's software appropriately maintained by PLATO's technical field staff? Does the teacher have all three educational software programs (PLATO, Reading Horizons, and Reading Plus) presently in service for his/her students?	<b>No</b>	Reading Horizons software is not currently on the server. This needs to be addressed. CEN is happy with PLATO support.
31.	Does the teacher register all new software purchases with the Associate Information Systems Analyst?	<b>Yes</b>	
32.	<b>Committees/Meetings – Literacy Learning Lab</b> How often does the teacher meet with the referral teacher for consultation on a student?	<b>Yes</b>	

# COMPLIANCE REVIEW FINDINGS

## FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

<b>INSTITUTION: CEN</b> <b>DATE: Jan. 21, 2010</b> <b>COMPLIANCE TEAM: Mark Lechich</b>		<b>Yes/No or N/A</b>	<b>COMMENTS</b>
33.	<div style="border: 1px solid black; padding: 2px; background-color: #f0f0f0;"> <b>CASAS/TOPSPRO Management Information System (MIS) Coordinator</b> </div> <p>Has the teacher been trained in the area of California Accountability and the TOPSPRO Management Information System to appropriately perform his duties as a Comprehensive Adult Student Assessment System Coordinator? <b><i>Dates of last trainings.</i></b></p>	<b>Yes</b>	Ms. Garcia attended the trainings in March, April, and October, 2009. She has done an outstanding job at CEN increasing the Learning Gains over the last three years. In Fiscal Year 2006/2007 CEN had only 265 Learning Gains. CEN has since increased their Learning Gains to 803 in the last Fiscal Year.
34.	Does the teacher have an adequate amount of Comprehensive Adult Student Assessment System (CASAS) testing materials to implement CASAS? <b><i>Explain the CASAS testing procedures at your institution.</i></b>	<b>Yes</b>	CEN checks out test material to teachers maintaining a sign-out and sign-in log for all testing material. The Comprehensive Adult Student Assessment System Coordinator signs-off on testing materials.
35.	Are the Comprehensive Adult Student Assessment System testing materials appropriately inventoried and secured?	<b>Yes</b>	All books are inventoried and locked in a storage closet inside of a locked Testing Office and on yard B Vocational.
36.	Is the teacher using the latest version of the TOPSPRO Management Information System software?	<b>Yes</b>	TOPSPRO 5.0 Build 72.
37.	Is the hardware equipment (Scantron machine) and software (TOPSPRO Management Information System) used to implement Comprehensive Adult Student Assessment System appropriately maintained?	<b>Yes</b>	Both the computer and scanner 2260 work well, the scanner has been serviced.
38.	Does the teacher provide each regular teacher with a Student Performance by Competency Report to assist them in preparing lesson plans?	<b>Yes</b>	Coordinator provides both the Student Performance Report, and the Students Performance by Class Reports.

# COMPLIANCE REVIEW FINDINGS

## FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

<b>INSTITUTION: CEN</b> <b>DATE: Jan. 21, 2010</b> <b>COMPLIANCE TEAM: Mark Lechich</b>		<b>Yes/No</b> <b>or N/A</b>	<b>COMMENTS</b>
39.	Does the teacher know how to generate the California Payment Point Report? Can the teacher generate a Preliminary Payment Point Report?	<b>Yes</b>	Coordinator checks report after all scanning sessions. Payment Point (PP) by totals is shared with all the staff members. Preliminary PP Reports show total PP if data has not been completely cleaned. Coordinator uses the information to clean-up data.
40	Are the appropriate students receiving and completing the Core Performance Surveys? <i><b>Explain the process in place to ensure that students are receiving the surveys.</b></i>	<b>Yes</b>	Ms. Garcia checks to see if ex-student is still at CEN. If the ex-student is still at the institution, she locates him and delivers the survey to him for completion.
41.	Can the teacher generate an up-to-date list of students that will be receiving the Core Performance Survey for the past quarter?	<b>Yes</b>	When Ms. Garcia ran the Core Performance Survey TOPSpro showed "No Student Qualified" message for the first quarter.
42.	Can the teacher generate a Data Integrity site review?	<b>Yes</b>	This report is utilized for cleaning data.
43.	Can the teacher generate a Student Gains by Class Report? Can the teacher produce five student Entry/Update records and Pre/Post Test records? (Check reports with Student Gains by Class Report and Student Lister. Dates, testing books, and scores should match between records)	<b>Yes</b>	Ms. Garcia generated the Student Gains by Class Report. All test records are filed and saved in Testing Office. All dates and learning gains matched.

### COMMENTS ABOUT WORKFORCE INVESTMENT ACT SECTION

The Literacy Learning Lab should order five additional computer workstations and five PLATO licenses with Mark Lechich, Workforce Investment Act Administrator. The classroom is large enough to accommodate the additional workstations. Each student will then be able to utilize the software. This should increase Reading levels and boost General Education Development certificates at Centinela State Prison.